show, U.S.K.–12 students do not measure up to their peers in other industrialized countries.

As Chairman of the Subcommittee on Research, we have been advocating that we devote more of our education research funding to research on how kids learn. Our current knowledge of how children acquire such academic skills as reading and math is not well advanced. Further, we know very little about the how to link fundamental research and educational practice in the classroom.

We have to find out what works in the classroom, and what doesn't. In hearings before my subcommittee, we have found that new teaching methods and technologies are often introduced into classrooms with little or no data showing that they are effective.

This is unfortunate, and it means that many of our kids will not be prepared for the high-tech future. If we want to do a better job of imparting to students the skills they need to be successful in science and math, we have to employ the most effective teaching methods from kindergarten to college. To help do that, we must conduct the kind of research and date collections to better discover what works.

Currently, federal funding for education research is a fraction of a percent of all education spending. It stands to reason that increasing funding in this area will allow us to develop policies and programs that will spend the other 99+ percent of funding on education programs more effectively.

I am pleased that National Mathematics and Science Partnerships Act, which passed the House last summer, contains language I proposed to have NSF establish centers for education research. These multidisciplinary centers will focus on research that has the potential to transform education research and teaching practice.

Complementing this effort is the work being done by the Department of Education authorized in this bill. I am particularly pleased that the bill establishes ''scientifically-based research standards'' for this program. Witnesses before my subcommittee testified to the shortcomings of the research being conducted by the Education Department. This legislation brings scientific rigor to an area of research that often lacks it, and I want to commend the gentleman from Delaware, Mr. CASTLE, and the Chairman of the Education Committee, Mr. BOEHNER, for their work in making this needed reform.

Mr. Speaker, it is in this country's best interest to see that students receive the education they will need to compete and win in the global marketplace of the future. This bill will help us achieve that goal.

Mr. HOLT. Mr. Speaker, I rise today to speak on HR 3801, the Education Sciences Reform Act. The bill restructures the current statute governing the Office of Educational Research and Improvement by creating the Academy of Education Sciences.

While there are many positive things in this bill, it also has a number of weaknesses that should be addressed. Unfortunately, because this bill is on the suspension calendar, we will not get a chance to amend it. This legislation is missing two important initiatives, the Eisenhower Regional Mathematics and Science Consortia and the Eisenhower National Clearinghouse.

We must continue to make science education a priority in order to be prepared to compete in the global market place.

One way of doing this is the Eisenhower Regional Mathematics and Science Consortia. Currently, the 10 regional Eisenhower Mathematics and Science Consortia provide expert, research-based advice to teachers, schools, and states on how to improve their math and science programs and accountability systems.

The Consortia have economies of scale for expert staff and programs that most school districts could never duplicate; and as a network, their use of Federal resources is even more efficient.

With their regional partners, the Consortia provide professional development and technical assistance that enables teachers and policymakers learn from math and science research in their efforts to improve math and science teaching and learning.

The Consortia work with National Science Foundation to disseminate exemplary teaching methods for science and math.

The Consortia coordinate resources on math and science within their regions to maximize their collective impact.

The Consortia deliver customized services without red tape. Without the Consortia, teachers and administrators must procure other funds with the associated paperwork for assistance that the Consortia proactively supply without administrative burdens.

The other important science and mathematics institution is the Eisenhower National Clearinghouse.

The Eisenhower National Clearinghouse acquires and catalogs mathematics and science curriculum resources, creating the most comprehensive collection in the nation.

The clearinghouse provides the best selection of math and science education resources on the Internet.

The clearinghouse also supports teachers' professional development in math, science, and the effective use of technology.

Most importantly it serves all K–12 educators, parents, and students with free products and services. To help them do the best possible job of teaching math and science to our kids.

We must supply the resources for our schools and teachers for math and science education. Giving all children an understanding of science is one of the greatest challenges facing our nation today. The degree to which our children acquire these important skills will help determine their future economic success and, in turn, will help shape the productivity and economic future of the entire United States.

A quality science education is important for reasons of economics or national security. But it is also important for personal well-being and for the well-being of our democracy.

Science brings order, harmony, and balance to our lives. It teaches us that our world is intelligible and not capricious. They give us the skill for lifelong learning, for creating progress itself.

Mr. Speaker, this bill will pass today, but as it moves forward we should correct this oversight regarding the Eisenhower Regional Mathematics and Science Consortia and the Eisenhower National Clearinghouse.

Mr. Speaker, I have no further requests for time, and I yield back the balance of my time.

The SPEAKER pro tempore (Mr. WHITFIELD). The question is on the motion offered by the gentleman from Delaware (Mr. CASTLE) that the House suspend the rules and pass the bill, H.R. 3801, as amended.

The question was taken; and (two-thirds having voted in favor thereof) the rules were suspended and the bill, as amended, was passed.

A motion to reconsider was laid on the table.

AUTHORIZING THE CLERK TO MAKE CORRECTIONS IN THE ENGROSSMENT OF H.R. 3801, EDUCATION SCIENCES REFORM ACT OF 2002

Mr. CASTLE. Mr. Speaker, I ask unanimous consent that in the engrossment of the bill, H.R. 3801, the Clerk be authorized to make technical corrections and conforming changes to the bill.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Delaware?

There was no objection.

HONORING UNIVERSITY OF MINNESOTA GOLDEN GOPHERS MEN'S HOCKEY AND WRESTLING TEAMS AND UNIVERSITY OF MINNESOTA-DULUTH BULLDOGS WOMEN'S HOCKEY TEAM FOR WINNING 2002 NCAA CHAMPIONSHIPS

Mr. ISAKSON. Mr. Speaker, I move to suspend the rules and agree to the concurrent resolution (H. Con. Res. 391) honoring the University of Minnesota Golden Gophers men's hockey and wrestling teams and the University of Minnesota-Duluth Bulldogs women's hockey team for winning the 2002 National Collegiate Athletic Association championships.

The Clerk read as follows:

H. CON. RES. 391

Whereas the University of Minnesota Gophers men's hockey team recently won the 2002 National Collegiate Athletic Association championship for the 4th time in the university's history;

Whereas the Minnesota Gophers men's hockey team had an impressive overall record of 32-8-4;

Whereas all but 1 of the players on the Minnesota Gophers men's hockey team are from Minnesota;

Whereas the Minnesota Gophers wrestling team won their second consecutive NCAA championship in 2002;

Whereas the Minnesota Gophers wrestling team was undefeated in the 2002 season and won the Big 10 Conference tournament;

Whereas the Minnesota Gophers wrestling team finished in the top 3 in the Nation for the 6th consecutive year;

Whereas 7 members of the Minnesota Gophers wrestling team earned All-American honors;

Whereas the Minnesota Gophers wrestling team produced 2 individual national champions;

Whereas on March 24, 2002, the defending NCAA Women's Ice Hockey National Champion, the University of Minnesota-Duluth Bulldogs, won the national championship for the second straight year;

Whereas the Minnesota-Duluth Bulldogs women's hockey team defeated Brown University in the championship game by the